

# The HATCHET

Vol. 63, No. 27

George Washington University

Two Sections

Thursday, March 9, 1967



IN REHEARSAL—Barry Field (the old man Teiresias) and David Sitomer as Cadmus prepare for performances of "The Bacchae" tomorrow and Saturday. (See story below).

Photo by Boykin

## Senate Committee Outlines Class Attendance Proposal

by Tom O'Connor

A PROPOSAL to liberalize and clarify University policy on class attendance was unanimously approved Tuesday by the University Senate Committee on Student Relationships. The recommendation will now go to the University Senate for further action.

The proposal was drawn up by a sub-committee composed of Mrs. Nan Smith of the physical education department, Mrs. Lillian Hamilton of the art department, and students Richard Mock, Charles Orr and Tom Rogers.

The resolution reads as follows:

"Whereas the faculty of the George Washington University adheres to the precept that the students of the University should be encouraged to develop self-reliance and mature judgment as two of the primary and ultimate aims of the educational experience; and,

"Whereas the furthering of said aims should in no way restrict or interfere with an instructor's freedom to control and define the essential requirements of his course, or courses, of study;

"Therefore, be it resolved that in the assignment of evaluation criteria, a premium shall be placed upon the satisfactory completion of the specific requirements established for each course, and that if a student is able to master said requirements, he shall not be penalized for absence from class meetings, per se, it being understood that in certain courses, completion of said requirements demands continued and regular participation on the part of the student."

If adopted, the resolution will be included in the University catalog and in the Code of Ordinances of the GW faculty. The present policy as stated in the catalog stipulates that a student will automatically fail any course

for which he has missed over one-fourth of the classes.

Stating the purpose of the recommendation, Mrs. Smith said that it would "alleviate the uncertainty in students' minds about attendance." The committee felt that modifications of the present policy were justified "because there are always exceptions to the general rule."

Some members of the committee expressed concern over the possibility that such a statement might restrict the freedom of individual professors.

In reply, Mrs. Smith explained that the statement was intended to express "a general attitude

which could be incorporated into our publications, and at the same time leave leeway for interpretation by faculty members."

She added that the committee's purpose was not "to legislate for schools, but to make a general statement within which the individual schools could operate, so that University policy would be uniform and less confusing."

The recommendation was ultimately approved in the spirit summed up by Dr. Kenny, "as a statement of principle and a suggested guideline for consideration by the University Senate, recognizing that the Student Council may also concur if it so desires."

## Greek Tragedy Expected To Be New Experience for Audience

By Berl Brechner  
Cultural Affairs Editor

AFTER ATTENDING a rehearsal of "The Bacchae," the spring drama being performed by the University Players, one can't help but realize how different this play is from past spring dramas.

"The Bacchae" opens to GW students on Friday night with a second performance Saturday night. Both performances are at 8:30; tickets are free on presentation of student ID cards in the Student Union ticket office.

Tonight the Players are performing "The Bacchae" for high school students from the area. About 400 high school students attended a similar preview of "Charley's Aunt," the homecoming musical last fall. The purpose of inviting the high school students, explain the Players, is to give the students the unusual opportunity to see live theater at no cost.

"The Bacchae" completely reverses trends of plays produced by the Players in the two years

the drama department has been in existence. And before that, the presentation of a classical drama had been unheard of.

The spring of 1965 saw the production of Tennessee Williams' "Suddenly, Last Summer." And spring of last year the Players presented the stage adapta-

tion of Thomas Wolfe's "Look Homeward, Angel." Both plays are contemporary emotional, psychological dramas. "The Bacchae," by the great Greek tragedian Euripides, is a classical drama of a new substance.

Euripides, in his plays, discusses conflicts and problems which disturbed his audience. He takes a rationalistic and iconoclastic view of the popular gods of the day, and glorifies less heroic, sometimes homely, characters. He often takes mythological stories and brings them down to a more human level.

He has done this in "The Bacchae," first produced in 405 B.C., a year after Euripides' death. The play is based on the story of Pentheus, a king who wouldn't listen.

As the myth goes, Pentheus was the son of Cadmus' daughter, Agave. Along came Dionysus spouting a new religion glorifying wine, song, etc. King

(See BACCHAE, p. 5)

## GW Welcomes Parents Friday

NEARLY 800 PARENTS of GW students are expected to be on campus tomorrow through Sunday for the University's annual Parents' Weekend.

Programs planned for parents and students include brief tours of Washington, an address by former Congressman Brooks Hays, and the spring drama, "The Bacchae."

Parents participating in the Weekend may register for the activities from 1 to 5 pm Friday in Bacon Hall, after 5 in Strong Hall, and from 9 to 11 am Saturday in Lisner Auditorium.

The Washington tours get under way at 1:30 pm Friday in front of Lisner. Parents will have a choice of visiting either the Israeli or Japanese embassies, will be given a bus ride along Massachusetts Avenue's "Embassy Row," will gather at the Islamic Mosque for a lecture-tour, and will then receive a guided tour of the Pan American Union.

For evening entertainment, parents may take advantage of the University Players' production of "The Bacchae" which will be presented in Lisner at 8:30 Friday and Saturday nights. (See story, this page.) Tickets for the production may be obtained at registration.

On Saturday, the parents will get a chance to see what they're paying for. Following a coffee hour at 10:15 am in Lower Lisner Lounge, University President Lloyd H. Elliott and Chairman of the Board of Trustees E. K. Morris will welcome the parents at an assembly in the auditorium.

Keynoting the assembly will be GW Alumnus Brooks Hays, past adviser to Presidents John

F. Kennedy and Lyndon Johnson. Hays was representative from Arkansas in the 78th through 86th Congresses, and is currently a professor at University of Massachusetts and a member of the GW Board of Trustees.

"Model lectures" by several faculty members will be offered on Saturday afternoon from 2 to 4 in Cor. 100. Professors participating will be Mrs. Lillian Hamilton of the art department; Dean Elmer Louis Kayser, history; Dr. John A. Morgan, political science; and Dr. Theodore P. Perros, chemistry.

Another reception for the parents will take place in the men's gym after the lectures. Greeting the parents will be students, faculty, and University administration members.

The Weekend's activities will conclude Sunday with open houses in all dormitories and fraternity and sorority houses from 1 to 5 pm.

Parents' Weekend, co-chaired by Andrea Foth and Robin Kaye, is sponsored by the Student Council through Omicron Delta Kappa junior and senior men's honorary, and Mortar Board senior women's honorary.

## Foreign Students Prepare To Vote For SC Delegate

FOR THE FIRST TIME at GW, foreign students will go to the polls this month to vote for their own Student Council representative.

In the past, a non-voting international student representative has been appointed to the Council each year by the president. Beginning this spring, in accordance with an amendment to the Articles of Student Government passed Feb. 10, the non-voting representative will be elected by the foreign student constituency.

Petitioning for the international student representative will open on Monday, March 13. Petitions may be obtained through March 15 in the Student Council office, room 201 of the Student Union Annex.

The position is open to any foreign student, regardless of year in school. Campaigning will be permitted from March 28 to 31.

Voting will take place March 30 and 31 in the International Student House, 2129 G St. Polls will be open from 9 am to 8:30 pm on Thursday and from 9 am to 5 pm on Friday. All foreign students are eligible to vote.

The election will be supervised by Student Council Vice-President Christie Murphy and incumbent International Student Representative Damrong Chua.

Chua called the position "a new concept to bring about a closer relationship and better understanding between international and American students. The international student representative will express the views of the former and act on their behalf."

Director David Gustafson



## Bulletin Board

Friday, March 10

**EXPERIMENTAL SEMINAR** in poetry, sponsored by Potomac magazine will hold its second session at 4 pm in the Lounge of Strong Hall. Readings and conversation will be featured. All are invited.

Saturday, March 11

**FASHION SHOW** will be presented by the Women's Auxiliary to the Student American Medical Association at Central Methodist Church, Youth Center, 4201 North Fairfax Drive, Arlington, Va., at 2 pm. Admission is 50 cents per person, with proceeds going to GW Medical School Student Loan Fund.

Sunday, March 12

**DELTA PHI EPSILON** sorority will hold a tea from 2-4 pm to celebrate the 50th anniversary of its founding at the NYU Law School on March 17, 1967. Tea open to Delta Phi Epsilon alumni and representatives of other sororities on campus.

**CHURCH-O-THEQUE**, an interfaith jazz worship happening will be held at 3 pm in the cafeteria of Thurston Hall. The Reverend Richard Yeo, campus minister for the UCF will discuss "Scandals at the University."

**DOBROSLOVO**, National Slavic Honor Society, will hold a meeting of all faculty members and all members past and present at 7:30 pm at the home of Mrs. Helen Yakobson. The program will include election of new officers and a discussion of summer and graduate programs available for slavic language students.

Monday, March 13

**UNITED NATIONS LUNCHEON** co-sponsored by GW School of Public and International Affairs and Washington D. C. Chapter of the UN Association, will feature Ernest A. Gross speaking on "The Southwest Africa Issue in the World Court," at 12:30 pm, Lower Lounge, Lisner Auditorium. For information, call 676-6240.

**EDUCATION COUNCIL** will meet at 3 pm in D-206.

### Notes

**PETITIONING** is now open for the Publicity Committee. All those interested in art or publicity should fill out a petition at the student activities office in the Student Union Annex.

## Former UN Representative To Speak on SW Africa

**ERNEST A. GROSS**, former U.S. representative to the United Nations, will address a joint luncheon meeting of the School of Public and International Affairs and the Capital Area Division of the United Nations Association on Monday, March 13 at 12:30 pm in Lower Lisner Lounge. The topic will be "The Southwest Africa Issue in the International Court."

Tickets for the luncheon cost \$2.50 each. Reservations may be made by calling Mrs. Usada in the dean's office of the School of Public and International Affairs at 676-6240. Those who wish to attend the lecture only may take seats at 1 pm.

Gross, who has worked in public and international affairs for 20

## Crawford Referendum Okays Parietal Hours

**PARIETAL HOURS** for Crawford Hall women's residence won final approval last week, as 118 out of 158 residents voted in a referendum sponsored by the Crawford Hall Council.

Under the approved plan, open house will be held in the dorm twice each week, from 8 pm to midnight Friday and from noon to

6 pm Sunday. The basement of Crawford will not be open at these times.

The vote in favor of parietal hours comprised nearly two-thirds of those who voted. The referendum followed the initiation of the system last month on a trial basis.

Procedure for the open houses requires that the woman resident must meet her caller in the lobby and escort him up to the room. The guest must sign his name, and the resident must give her name, room number and the room number of destination if not her own room.

Upon leaving, the male visitor must be escorted by the resident to the lobby where he must sign out next to his sign-in signature.

University regulations specify that 1) no male visitors are to be escorted upstairs before the specified time of open house; 2) all male visitors are to be off the floors by closing time of the open house; 3) there are to be no more than three couples in a room; 4) male visitors must go directly to the room.

Regulations further state that 5) male visitors are not allowed to walk through the halls unescorted; 6) noise above a reasonable level of conversation (music included) is prohibited; and 7) women guests in the dorm are not allowed to have visitors unless the resident is also present in the room and escorts them up.

The Hall Council specified that any violation of these rules will result in immediate disciplinary action, possibly including the suspension or revocation of the open house privilege.

The Council also stated that any instances of male visitors remaining in the residence hall overnight will be considered a University matter, and may result in the expulsion of both parties from the University.

Gail Herzenberg, president of the Crawford Hall Council, commented on the referendum, "I'm very pleased with the results. I feel that Crawford Hall has made tremendous progress in making the residence hall a living center."

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### WE, THE INTERFRATERNITY COUNCIL,

strongly condemn the exclusion of the theater in the proposed University Center. We feel that such a theater is vital to the cultural concept of a meaningful center and emphatically urge the administration to reconsider its decision.

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## Votes Down Alternative Proposals

# Council Takes No Action In Theater Dispute

by Sharon Niedeman  
Student Council Reporter

THE STUDENT COUNCIL Monday night defeated two motions concerning the proposed changes in the University Center plans.

After two hours of debate, motions both in support of and in opposition to the University Center Committee's announced deletion of the theater and swimming pool lost by margins of one vote each.

Attending the meeting to answer questions from the Council were Dean Paul V. Bissell, chairman of the University Center Committee; John C. Cantini, assistant treasurer; and David H. Kieserman, representing the speech and drama department.

By a 14-13 roll-call vote, the Council defeated a motion made by Program Director Mike Wolly and amended by Thurston Hall Representative Tova Indritz. This motion included three recommendations: 1) that the Student Council oppose the University Center Committee's proposal to eliminate theater facilities from the Center plans, 2) that letters be sent to President Lloyd H. Elliott and the Board of Trustees expressing the opinion of the Student Council, and 3) that an ad hoc committee be set up to explore other means of meeting the need for theater facilities in the Center plans.

Wolly's original motion called for giving the ad hoc committee the additional task of lobbying against the elimination of the theater from the Center plans.

The other defeated motion was proposed by Alan May, proxy for the Law School representative, and stated that 1) the student Council approve the recommendations of the Student Center Committee, including the removal of the theater, 2) the Student Council urge the University to undertake the building of the University Center immediately, 3) the Student Council

establish a committee with the administration to work on plans for the establishment of a Fine Arts Center and 4) the Council establish an ad hoc committee for the purpose of finding temporary quarters for a GW theater on campus.

This motion tallied 14 aye, 13 nay in a roll-call vote. Robin Kaye, exercising the parliamentary privilege of a president to make or break a tie, cast a nay vote, causing a tie and thereby defeating the motion.

Concerning the feasibility of a Fine Arts Center to incorporate GW's theater need, Treasurer Cantini said, "To be frank, I don't think we can talk about the Art Center for three or four years."

The reasons for the Center budget increase from \$7 million to \$10.6 million were explained by Dean Bissell. Two-and-a-half years ago, he said, when plans were drawn up on the basis of a survey of student preferences, it was assumed that federal financing would be available for the project.

Since that time, Bissell continued, additions such as the theater have been made to the original plans, but government financing has been withdrawn, leaving the burden on private sources. Due to resultant higher interest rates, 4 per cent annual increases on labor and construction, and a size increase of one-third over the original blueprint, Bissell said, the estimated cost has understandably risen.

Bissell remarked that even the removal of some other facility such as the bowling alleys or the rathskeller in favor of retaining the theater would not compensate for the expense of the theater. He added that bowl-



ADMINISTRATION MEMBERS John Cantini and Paul Bissell, with David Kieserman of the drama department, field questions concerning the Student Center from Council members at Monday's meeting.

ing, billiards and similar activities furnish funds for operating expenses of the Center.

The financial situation of the Center was explained in detail by Bissell. Starting with the freshman class of 1967, the GW student will be charged a Student Center fee, a policy to be continued over the next 30 years.

With the proposed changes of the Center Committee for a budget cut, this fee would amount to \$80 for each full-time student and \$20 for each part-time student per year.

Kieserman expressed his regret at not having been informed that he could address the entire Council body as a guest, and plans to do so at next week's meeting.

In other Council business, Freshman Director Bob Trache proposed that the Student Council protest Senator Hugh Scott's motion to raise the District's drinking age to 21. The motion was passed.

A motion was made by Mike Wolly to protest the proposal to eliminate student deferments from the draft. The motion was tabled until next week's meeting.

## THE HATCHET

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## Editorials

## Not Guilty

THE STUDENT COUNCIL, often criticized for inactivity, was not guilty of this charge Monday night.

Although the Council failed to take a definite stand on the theater controversy, their inaction was the understandable result of a lengthy and exhausting yet mature, debate. Virtually every member of the Council had at least one question to ask of Bissell and Cantini (story, p. 3), and during the period of discussion, almost every member expressed an opinion.

When the votes were tallied on a motion supporting the administrative position, the result was a one-vote victory, until President Kaye used his voting prerogative to make a tie. And, when a motion criticizing the administration was considered, it too ended in defeat, by an identical one-vote margin.

Most Council members were at first opposed to the change in the Center plans, but after weighing excellent arguments on both sides, they ended in honest, although perhaps embarrassing, inaction.

Mr. Kaye can be proud of his Council--a Council not monopolized by two or three long-winded politicians, and a Council not likely to judge issues as only black or white.

Rather than dogmatic, the Council was flexible. Instead of being stalemated, the Council finally broke with a long tradition of intellectual inactivity.

## 'It's About Time'

LIBERAL CLASS ATTENDANCE REQUIREMENTS are part of a welcomed move to put the main responsibility for education where it belongs--in the hands of the student. The recommendations of a University Senate committee (story, p. 1) bring this aim a stride closer to realization at GW.

It is appropriate that these recommendations follow the approval of a modified pass-fail system. Both changes are indicative of a University in transition, a University dynamically seeking academic reform. To continue and expand the search is the proper goal of GW's academic community.

## Wolf's Whistle

## Losing With Stacked Cards

by Dick Wolf

LAST MONTH I had nothing to do so I stormed into the library, approached the desk, and yelled, "I hate this place, and I want to blow up the whole building."

The librarian was calm and collected. "You'll have to fill out a card," she said.

This experience has caused me to question the sanity not only of the library, but the entire University. Yesterday I went to the circulation desk and filled out a card for the "Holy Bible." For the author, I combined humor with exactness and wrote down, "GOD."

The librarian quickly returned the card with an appropriate scowl and said, "Whatya think this is, a game? You forgot the first name and middle initial."

Sometimes, in a moment of weakness, I use the Xerox machine (The "X" stands for--excuse me, I'm broken again). One day, after printing three thousand copies of "EAT AT THE VARSITY INN," and two thousand 1965 calendars, I decided to try my luck, once more, at the circulation desk.

You will find, if you go to the library often enough, that a book you are looking for is not "out." More often it will be in the bindery, lost, in the reserve room, or just playing it cute.

Last week I tried to take out a book, and the librarian gave me a card that said, "BOOK LOST, WILL TRACE." I never knew what that meant until I accidentally stumbled into the head librarian's office and saw him sitting on the floor with ten rolls of tissue paper--tracing a book.

Yesterday I went to the periodical room. Have you got Time?" I asked.

"Pick me up at seven," responded the librarian. "I don't think you understand," I explained.

"How about Life?"

"OK," she giggled, "I'll be ready at six."

Someday, when I'm old and gray and my three-year-old son asks me about my school library, I'll show him a picture of our grand super-structure reaching high into the sky. He'll carefully count the number of floors and say, "Gee, Daddy, your library had five stories."

"Yes son," I'll admit, "and a whole book of poems."

## Letters to the Editor

## 'Growing Up Absurd..

To the Editor:

I am wondering what this University is trying to accomplish with its approach to education.

It seems as if the ultimate goal of the administration is to turn all the students into little computers spewing forth irrelevant information and having the ultimate goals of trying to make good grades and then becoming "successful," unimaginative bureaucrats after graduation.

What is worse, the student body seems to passively accept the administration's idea of a good education.

I came to this "great national university" with the idea of being stimulated; of becoming concerned with learning; with having cultural opportunities; of being a part of a distinct university atmosphere; of broadening experience; of learning to ask questions and trying to answer them.

In fact, I have found very little intellectual, personal, cultural, or any other kind of stimulation in the Foggy Bottom. There is great apathy and stagnation pervading the entire campus.

There is little spirit for learning in even the broadest sense. Courses, curricula and the teaching system are unimaginative and uninspiring. In short, GW has all of the pre-requisites to a Berkeley-type riot, and more. The big difference is, of course, the presence of GW apathy.

The student who would like to really get something out of his education will, in the environment at GW, encounter unconquerable obstacles.

What happens to a student who would rather take challenging courses that interest him instead of the usual gut courses?

The answers are obvious. A weak and mediocre system cannot stand deviation from the norm. The rebel must either capitulate to the system, escape from the University, or sacrifice good grades to learn what he wants to learn.

None of these alternatives is acceptable to me. I believe the system can and must change.

Unfortunately, the chances for reform are not good. A number of good proposals have been made and will be submitted to the University. But judging from the past, I think that the petition has very little chance of succeeding.

The pass-fail system has been

so restricted and qualified that it is almost worthless; and the University is trying to cut the theater out of the student center. It seems to be the practice to avoid really necessary reform at all costs.

The only changes are tuition rises. Instead of trying to improve itself the University tries to anesthetize and deceive the student into an acceptance of the system.

Some of the possible areas of reform have been covered by the petition which will hopefully be presented to the Board of Trustees. But these programs are only a beginning.

The University should begin plans now to make this campus into an entirely resident campus with the "college" system whereby student contact and spirit could be improved. Faculty members could be assigned to these colleges and become an active part of University life.

Also, television could be used, as it is in some schools, to save teachers' time for seminars and discussion sections.

I hope these reforms will be instituted some day. Because as it is now, education in the GW Pony League style, to me is a stifling and degrading experience.

/s/ Pat McDaniel

## Gold Standard...

To the Editor:

Money seems to serve two purposes for President Elliott.

On the one hand it serves to explain to the college students the necessity for crowded classes, rising tuition, unsatisfactory but obligatory food service, ugly buildings, lack of interest in college education, lack of faculty interest, lack of

administration interest, lack of divine interest.

On the other hand, the president uses the search for money as his excuse for avoiding discussion on the University. Last Wednesday at a meeting of six professors and about one hundred students on possibilities for improving the college, the president was absent because, it was explained, he was out digging up money for the school.

The whole administration must have been doing the same. For although we had asked for his representative, our hard-pressed president just couldn't find anyone who would like to hear what students and professors are thinking.

Seldom do we students attempt to voice our opinion on our education. And we have rarely seen the administration seek our opinion.

But the situation is indeed sad when not one representative of our expensive administration can be found who is either capable or willing to spend two hours listening to what the student thinks.

Perhaps the president thinks that the college student is incapable of original thought. We can sympathize with his opinion when we look at the freshman, stuffed into his survey courses, busily and halfheartedly memorizing sacred phrases from on high, wandering about campus, unattached, apathetic, more concerned with cosmetics and alcohol than his education. But Mr. President, there are young people on campus who want more. Academic reform, sir, is not awfully expensive. We want inquiry, experimentation, an academic community. Dr. Elliott, listen.

/s/ Charles W. Cover

## What'd I Say?

To the Editor:

- I didn't ever say that, did I?
- No, you never said that. Hell no, you never said that.
- I never would say anything like that.
- Oh no, you wouldn't say anything like that.
- I never said anything like that before, did I?
- Oh never! Oh, you've never said anything like that before.
- There are circumstances.
- Hell yes, there are circumstances. There are lots of circumstances.
- I'm honest aren't I?
- Oh, yes. Oh, Jesus are you ever honest.
- I flew back didn't I?
- Oh Christ did you ever fly back.
- I'm ready to say I didn't say that, aren't I.
- You sure are. You sure are ready.
- I'll never say anything like that again, will I?
- Oh no, you'll never say anything like that again.

/s/ Roger Snodgrass

## The HATCHET

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Thursday, March 9, 1967

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# Arts and Entertainment

## Movie—'A Man for All Seasons'

### Subtle Martyrdom of Silence

by P. Spencer Wachtel

THE PSYCHOLOGY of the martyr is complex. Be he devoted to a divine command, as was Saint Joan; to simple honesty as "The Crucible's" John Proctor, or to blind idealism as was Dr. Thomas Stockmann, all people who sacrifice a great deal must have one trait in common. This is the devotion to self-truth.

The martyr must have faith in a higher judgment than his peers are capable of making. He must have an undying faith in Polonius' advice "to thine own self be true." In "A Man for All Seasons" (MacArthur, reserved seats only) a martyr emerges in the person of Sir Thomas More, but a martyr so subtle in action that his devotion to his own beliefs seduces our emotions rather than attacking them.

Paul Scofield plays More, who at first appears weak, ineffectual, and uncommitted. Lacking is St.

Joan's willingness to proselytize to everyone concerning the virtue of her quest. But as the compactly directed film unfolds, the reasons for More's silent protest become evident, and he becomes a much more powerful figure by relying on his non-statements to carry him through to the inevitable end.

Supplemented by clever legal logic, Scofield's characterization is meticulous. Scofield never falters and his More may well become as perfect a monumental film personality as was Clark Gable's Rhett Butler.

Superb casting is seen throughout the film. Orson Welles, who becomes more lovable with each added pound, is perfectly suited for his brief appearance as the Chancellor. Overflowing his chair, Welles bellows out the invalidity of Henry VIII's marriage to his sister-in-law, Kathryn. Scofield does not even attempt to bellow back, realizing

perhaps, that in certain instances might makes right, at least in face-to-face conflict.

Robert Shaw is a jovial, egocentric Henry VIII. The rotund king is as lecherous as ever, with implied jumping from the bed of his brother's wife to that of Anne Boleyn. Boleyn, played by Vanessa Redgrave, sparkles in her five minute appearance.

"A Man for All Seasons" picks up momentum through audience realization that Sir Thomas' martyrdom is a factor not of his personal involvement in an issue but of an unselfish and relatively obscure desire. His actions force him to withhold an opinion of any controversial merit, and its implied protest is frustrating to Henry's court.

Lacking the egocentric circumstances of a Dr. Stockmann, More has really nothing to lose by supporting Henry's divorce. He would sacrifice only a small amount of pride. But Fred Zinneman's direction, coupled with Robert Bolt's screen adaptation of his own play, prevent a simple retreat. More's silent opinions grow into a gargantuan statement of faith, made even more shocking to his contemporaries by his subtle non-verbal attitudes. It is this continuous building on a theme of non-involvement which makes "A Man for All Seasons" a successful depiction of one man's devotion to truth.



Photo by Boykin

"THE BACCHAE"—Members of the Chorus of the Asian Bacchae rehearse in Lisner last Monday. This was the first technical rehearsal.

## Bacchae--from p. 1

### 'Striving for Quality'

Pentheus had Dionysus imprisoned, but Agave became a follower of the religion. Pentheus was discovered spying on secret religious rites and the Bacchae (female followers of Dionysus) led by Agave, killed Pentheus.

Not an easy play to perform, "The Bacchae" is especially difficult for an amateur or college company. Director David Gustafson feels, however, that the play is such a challenge it is especially valuable.

It's about time students had the opportunity to work with a

sophisticated and highly challenging form of drama," noted Gustafson, and he continued, "GW, after so many years without a classic, deserves one. We are striving for quality." He is quick to tell you that this play is one of Euripides' finest, and is definitely not a museum piece.

Starring in the two act drama are David Paglin, Dionysus; Barry Field, Teiresias; David Stomer, Cadmus; C. Howard Johnson, Pentheus; Cary Engleberg, attendant; Richard Kaplan and Edmund Day, messengers; Trania Leahy, Agave; and John Bottomari, Coryphaeus.

"The Bacchae" will demand a whole new set of standards of acceptance from the audience. But the play's values to the players are irrefutable.

## GW Orchestra Plays Tuesday

THE GW ORCHESTRA, directed by George Steiner, will present its next concert on Tuesday evening, March 14, at 8:30 in Lisner Auditorium.

The concert will feature two soloists in performances of unusual works. Carol Tarr, a Washington area cellist and graduate of Peabody Conservatory, will perform a newly-discovered Cello Concerto by Haydn. Langston Fitzgerald, trumpeter, will play the solo part in Kurt Roger's "Concerto Grosso No. 1" as a memorial to the composer who died this year.

The program also includes the tone poem by Richard Strauss "Death and Transfiguration." The concert is open to the public free of charge.

## Agora Talent...

THE FOGGY BOTTOM Blues Band will play at the Agora tomorrow night. This will be the band's first public appearance.

Specializing in a combination of blues-rock and hard-rock in New York MacDougal Street style, the musicians use blues harp along with guitar, drums and organ.

Appearing in the band are Mark Damon, guitar; Jon Kiate, guitar and harp; David Phillips, organ; Neil Portnow, bass and Brian Schuyler, drums.

## Dance Production Groups Study Elizabethan Method

A LECTURE - DEMONSTRATION on the Elizabethan Dance was given by Elizabeth Burtner under the auspices of the Shakespeare Society of Washington, Sunday March 5, in the Great Hall of St. Thomas Episcopal Church.

Nancy Johnson, instructor in dance, collaborated in the presentation and 13 students performed ritual, country, and court dances which were typical of the culture of the age. Leonard Hantchat, Melissa Loving, Garrison Featheringham and Sue Seidenbaum danced the stately Pavan which was followed by the very lively Galliard, one of Queen Elizabeth's favorite dances.

Sleight's Sword Dance, done on a traditional English feast day, and the Blue-Eyed Stranger, a Morris dance, were performed by Leonard Hantchat, Pete Papageorge, Joe Gummels, John Wynn, Sandy Oxfield, and Garrison Featheringham.

Jean Jones, Diane Arkin, Jill

Connor, Karen Homestead, and Marilyn Stewart joined the men in two country dances, a round and a longways. The longways contained the typical figure pattern of the "hey for three" which when performed is accompanied by calling out "hey" on every beat.

Excerpts from the second part of "King Henry 8th," "Mid-Summer Nights Dream," "Twelfth Night" and other plays in which Shakespeare refers to various dances, were read by Melissa Loving. Miss Loving and Mr. Hantchat also demonstrated the basic steps of the Pavan and the Galliard. The beginning of the vocabulary of movement for the classical ballet was pointed out in the individual steps of the Galliard.

This lecture-demonstration was one of a series of music and dance events as part of the 50th anniversary season of the Shakespeare Society.

## New Exhibit Reveals Ambiguity and Color

by Toni Falbo

WORKS OF Morris Louis and Mary Meyer, are now showing at the Washington Gallery of Modern Art. Their styles exemplify many of the recent trends in modern art.

Morris Louis' works characteristically are enormous white canvases partially covered with patterns of fading color. The designs resemble meteorological or microscopic forms, although

this classification represents this viewer's attempt at description. In the meteorological works, various degrees of color blend into oblong stains that look similar to hovering tornadoes. The microscopic paintings seem to be an abstract rendering of views of slides containing stained organic matter.

In this manner, "Untitled (#114)" can be depicted as a clotting of unicellular organisms. It is pictured at left.

For the most part, Louis' paintings are wisely untitled, or labelled with meaningless names, such as "Vav" and "Mu." This ambiguous nomenclature at least saves the viewer the trouble of trying to see what a more descriptive title would suggest is represented in some fashion in the work.

"Vav," a 102 in. by 144 in. Louis painting consists of an orange expansion slightly resembling a molar tooth rooted in a white field of canvas.

"Mu," the largest canvas, is composed of tendril-like fingers of bright colors stretching along the bottom two corners of the otherwise white canvas.

The second painter on exhibit, Mary Meyer, inspires even less comment. All of her canvases resemble glorified pie graphs. They are circles dissected by diameters and radii with each section variously colored.

The show will continue through April 30 at the Washington Gallery of Modern Art. It is free to students.



"UNTITLED," 144 in. wide, is one of Morris Louis' paintings now at the Washington Gallery of Modern Art.



**WRGW Daily Schedule**

Time	Program
6:00 pm	680, KCPM in residence halls Sign-on; world news from UPI (also broadcast on the hour from 8-12.)
6:05	"Eveningtime"--light music.
7:00	Evening News Summary
8:05	"GW Night Sounds"--music, variety.
11:05	Campus news and sports.
<b>Sunday Schedule</b>	
6:00 pm	Sign-on; Rick Mook Show--show music, bands, comedy.
7:00	"Collage"--features and interviews with Bruce Smith.
9:00	Josh Evans Show--folk music.
10:00	Willie Lomax Show.

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**EXAMINATIONS AND INTERVIEWS**

at Harrisburg Community College, Harrisburg, Pennsylvania on March 17 and 18, 1967.

**Speech Department Schedules Intramural Forensic Contests**

AN INTRAMURAL speech contest will be held on April 4 and 5 for men and on April 11 and 12 for women, the speech department announced last week.

Students may enter individually or under the sponsorship of a campus organization, to compete in the areas of informative, persuasive and extemporaneous speaking and in prose and poetry reading.

Entry forms may be obtained in Studio C in Lisner Auditorium. All forms must be filed in Studio C before March 31 for men and by April 3 for women.

To be eligible, all contestants representing an organization must be certified eligible by the appointed organization intramural speech manager. To be certified eligible, the contestants must meet the following require-

ments: 1) have maintained a QPI of 2.00 or better for the fall semester; 2) be a member in good standing of the sponsor organization; 3) be otherwise eligible for participation in extra-curricular activities.

All contestants competing as individuals and not representing

any organization must meet the above requirements where applicable.

Each organization may enter up to two contestants in each event, but no student may participate in more than two events. No affiliated student may represent more than one organization.

**CU Theologian To Discuss 'Roots of New Restlessness'**

"METAPHYSICAL Roots of Contemporary Restlessness" will be the topic of a talk by Dr. Jude P. Dougherty of Catholic University next Monday, March 13, at 8 pm in Woodhull C.

The lecture, sponsored by GW Philosophy Club, is open to all students and faculty.

Presently associate professor

of philosophy at Catholic University, Dr. Dougherty has been on the faculties of Marquette University and Bellarmine College. His philosophical and theological works include "Recent American Naturalism," "Theological Directions of the Ecumenical Movement," and "The Impact of Vatican II."

The topic of his upcoming lecture before the Philosophy Club is based on an article of the same title which appeared in a 1963 issue of the American Catholic Philosophical Association's publication, "Proceedings."

**Students Needed For Mississippi Research Teams**

STUDENT VOLUNTEERS are needed to conduct an economic survey of the Negro position in Issaquena County, Mississippi over Easter vacation.

Twenty to thirty students are needed to do both door-to-door canvassing and courthouse research. They will camp in tents near the area. Gas and reasonable food expenses will be paid.

Interested students should contact, Bob Fitzpatrick at 524-3425, Dick Yeo at UCF, or Larry Elgin at 483-8158 by March 18.

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## Teachers, Not Preachers

## Religion Profs Seek Interdisciplinary Approach

by Dianne Jennings and Billie Stablein

"I CAN'T TAKE A RELIGION COURSE--I don't believe in God."

The "Trinity of the Ivy League" smiles as it recalls this retort by a coed in the registration line. For to Drs. Harry Yeide, Robert Jones, and Dewey Wallace the religion department is a far cry from a haven for believers.

Professors Jones, Wallace and Yeide, all full-time instructors, came to GW after receiving their PhD's from Yale, Princeton and Harvard, respectively. Although each is an ordained minister, the three see themselves as fulfilling their ministry through "teaching, not preaching."

The aim of the religion department is not conversion, the professors insisted in a recent Hatchet interview. "We are not looking for people to baptize," said Dr. Jones.

"We consider ourselves an academic department," continued Professor Yeide. "The understanding of religion is essential to the understanding of human culture."

In order to achieve the "interdisciplinary approach" necessary to properly relate the religion courses to the total study of Western civilization, "we need the student of the interdisciplinary spirit," said Dr. Wallace.

"We have a commitment to a more unified liberal arts unit," added Dr. Yeide. A well-balanced view of civilization, the professors agreed, can only be achieved by encompassing the studies of psychology, sociology, religion, history, literature, government and science.

While accepting, with their

ministries, a "commitment to people," the professors expressed their dislike of the "counseling center" image too often imposed upon religion departments from the outside.

"We are very interested, of course, with the concerns and needs of the individual student," said Dr. Jones. "We feel our essential role, however, is teaching, since counseling is provided by religious organizations and by the psychological clinic."

Professors Wallace, Jones and Yeide spoke of the "modern generation" with enthusiasm, and of current "religious crises" with characteristic nonchalance.

"Today's youth, having escaped the conservative and pre-conceived biases of the past, are extremely receptive to experimental modes of theology," stated Dr. Yeide. He cited the "Bishop Pike phenomenon" as a reflection of this trend. "The large number of students who



Dr. Wallace

sought tickets for Bishop Pike's dialogue (March 3) indicates a high degree of identification with the 'alienated' Bishop."

Commenting on the "God is dead crisis," Professor Wallace said that this "over-publicized and exaggerated" concept is basically no different from similar religious agitations in the past. "Religion is a part of human culture. For religion to cease to

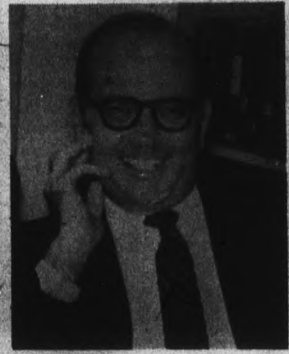


Dr. Yeide

exist is impossible; it merely changes form," he said.

Dr. Yeide cited Malcolm Boyd, author of "Are You Running with Me, Jesus?" as a representative of a movement which "is suggesting truth in the vernacular." He added that "atheism today is a namby-pamby affair compared to that of past decades."

Each of the three professors represents an aspect of religious



Dr. Jones

encounter. Dr. Jones, a Baptist, is chairman of the religion department and specializes in Old and New Testament history and theology.

Specializing in the history of religion and of religions is Dr. Wallace, a Presbyterian.

Dr. Yeide is a Lutheran, and his specialty is the thought, ethics and sociology of religion.

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## WRGW to Air Theater Problem

WRGW will present a special program Thursday night from 10 to 12 pm featuring discussion on the recent decision to drop the proposed Student Center theater.

Assistant professor David Kiersman of the drama department, Peggy VanPelt and David Sitomer of the University Players will present their views, and there will be an opportunity for listeners to call and comment.



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Photo by Hansen  
BY THE LIGHT of the silvery moon, the crew carries their shell from the boat house to the river.

## 'B' League Basketball Settles Title Tomorrow

B LEAGUE LEADERSHIP will finally be decided tomorrow night at 7 pm when Welling and SQN meet for the All-University B Basketball Championship. Welling clinched the B1 Championship with its 48-42 win over All States. Late in the second half, All States had cut an early Welling margin to 29-28 but Welling ran up 13 straight points and then held a final rally by All States to claim the title.

In A League, SAE won its ninth consecutive game with a 47-46 double overtime victory against Delta Theta Phi. At the end of regulation play, Ron Ulrich drove the length of the court to make a layup for SAE that sent the game into overtime. In the first period, both teams picked up two points. As the second overtime drew to a close, DTP had a shot blocked but was retrieved by SAE. With two seconds remaining, Ulrich again drove for the basket and was fouled. He missed the first shot but sunk the second to end the marathon.

In other A games, the Lettermen edged PSD 50-47 to remain in a first place tie with SAE. DTD downed SX 50-41 and Welling-1 squeaked by Law 50-49. SAE and Lettermen each have one game left. Tonight SAE meets PSD and the Lettermen take on Welling-2. If both should win, resulting in a first place tie, there will be a play-off Sunday at 6 pm.

### Dobbs Recruits All-Met Player

New head basketball coach Wayne Dobbs has signed Ralph Barnett, a 6-3 forward-guard from GW High School in Alexandria, Virginia.

Barnett, whose brother Ken was on the freshman squad this year, was a Washington Post All-Metropolitan choice. He averaged 13 points, 12 rebounds and 10 assists last season.

Barnett is the first player recruited for the 1967 freshman squad.

#### Schedule for Upcoming Intramural Events

Volleyball--Sunday, April 2 and Sunday, April 9. Each organization may enter an A and B team. Entries are due March 28.

Badminton--March 28, 29 and 30. Entries due March 17.

Bowling--Sunday, April 2 and Sunday, April 9, 9-12 am. Ten-Pin. One A and B. Five men per team. Shirley Park Bowling Lanes. (Call intramural office for directions.)

Softball--Starts Saturday, April 8. One A and two B teams per organization. Rosters due April 1.

## Tennis Team Sports Depth; Looks to Winning Season

THE COLONIAL TENNIS TEAM is looking forward to one of the best seasons ever at GW. With five returning lettermen and a pair of top notch sophomores coming up, the optimism is justified.

The netters are led by four Southern Conference finalists--Tom Morgan, Larry Onie, Bob Morgan, and Terry Denbow. Also back from last year's squad is Tim Taylor who has looked very impressive in pre-season play.

Ray Jones and Ken Ferris are the sophomores who will add strength to the experienced lineup. Ferris is a former top-ranked player in the Middle Atlantic States Association and is also a former National Junior Badminton Champion. Jones also was a high ranking junior player and is an excellent doubles player with many tournament championships.

Bill Budke, a sophomore, will be challenging the others and has a fine chance of breaking into the lineup either as a singles or doubles player.

Head coach Bill Shreve and acting coach Danny Singer have not announced the final positions

# Korcheck Replaces Dobbs As Head Baseball Coach

STEVE KORCHECK has replaced Wayne Dobbs as head baseball coach at GW. Director of Athletics Bob Paris announced the appointment of Korcheck to succeed Dobbs, newly appointed basketball coach.

Korcheck, a 1954 GW graduate, was one of the top athletes ever to play for GW. He was an All-American (AP) for the Colonial football team and was selected three consecutive years for the All-Southern Conference baseball team. In 1953 he was voted the football player of the year award in the Southern Conference.

Although he played professional baseball with the Washington Senators, Korcheck was also drafted by the San Francisco 49ers in the National Football League. He hit .278 for the Senators in 1955 when he was called up for military service. Two years later he rejoined the Senators and spent two with Washington and another with Mil-

ami in the International League before giving up baseball.

Baseball practice began Monday in the men's gymnasium. Korcheck doubts whether the team will have as much depth as the 1966 squad which finished with a 13-6 record. Joe Lalli returns at shortstop, Jerry Snyder is behind the plate and Gary Brain will be in center-field, but as for other returning starters, Korcheck doesn't know.

Charlie Boone, one of the best prospects to fill the pitching vacancy left by Jerry Ricucci and Steve Welpott, is out of school with medical problems until September. Bill Pacella will return with mound experience and Bob Schmidt, if he conquers a

control problem, figures to win his share.

Transfer student Ray Graham, whom Korcheck calls a "good hitter," may fill the spot at second base left by graduating Joe Mullan. "We seem to have a strong infield, but we still need a first baseman," said Korcheck.

March 20 in Charleston, S.C., the Colonials meet The Citadel for a double-header and the following day encounter East Carolina's Pirates in another twin-bill.

The home schedule opens March 28 against Rochester, with another game on the 29th against Syracuse. All home games are played on the Ellipse.

## Two Points..... by Stu Sirkin

GW'S SPORTS PICTURE is once again in its seemingly perpetual state of confusion.

The Colonials were eliminated in the first round of the Conference tourney while the rest of the tournament went true to form. West Virginia, as expected, easily downed Davidson in the final to gain the NCAA spot awarded to the Southern Conference champion.

The Mountaineers have the unenviable task of facing a powerful Princeton squad. Two seasons back, the Tigers finished third in the NCAA tourney behind the playing of super-star Bill Bradley. This year, the Jersey quintet has no Bradley but just may have a better team.

Princeton has five good ball players, each one a star in his own right. Five-ten Gary Al-ters is the man that makes the Tigers go, aided by Joe Heiser. Up front, sophomore Christ Thomforde heads a rough and tall threesome, including Ed Hummer and John Haarlow. Van Breda Kalf's five has lost only twice all year--to Louisville (when Hummer was out) and to Cornell, a loss which they later revenged.

If Princeton can handle West Virginia, and they should easily, they will come up against the Atlantic Coast Conference champ, probably North Carolina, a team the Tigers defeated earlier in the season. The Tar Heels could be a stumbling block, led by the L & M team of Bob Lewis and Larry Miller.

In the other half of the eastern bracket, St. John's should easily defeat Temple while Boston College will have little trouble with UConn and All American Wes Bialosuknia.

Cousy has put together a powerhouse at Boston--excellent shooters and fine rebounding strength, but the pick has to be for Princeton to triumph for the eastern title.

In the Midwest Regional, Louisville, behind Westley Unseld and Butch Beard should easily gain the championship finals, which conveniently, will be played in Louisville. Texas Western has little chance of reaching the championship round again; Houston, led by Elvin Hayes should be that area's entry.

Over in the Far West, there is a sophomore named Alcindor, who plays with a team that's probably good enough to be undefeat-

ed without him. Mike Warren is the playmaker, Lucius Allen the gunner, Lynn Shackelford and Kenny Hertz the forwards on what is possibly the greatest team ever put together. All five will be back next year, more experienced and better, if possible, after a long schedule and a Far West championship.

What happens when Princeton, Louisville, Houston and UCLA get together? Unless Lew Alcindor breaks his leg, UCLA will take the national championship for the third time in four years and probably the first of three consecutive championships.

In the nation's other tournament, the National Invitational Tournament in Madison Square Garden, there are some good teams and outstanding ball players. The list is led by small college king Southern Illinois, Providence, Syracuse, Utah State and possibly Duke.

The list of players is headed by All-American guards Jimmy Walker of Providence and Bob Lloyd of Rutgers. Walker must be seen to be believed; he completely dominates the game. He is reminiscent of the "Big O" on the court in his manner of taking charge and getting the key points.

Lloyd is a different type of ballplayer than Walker. He does not have the quick reflexes; what he does have is the best shooting eye in the country. He set the NCAA record of 60 consecutive foul shots after hitting more than 40 in a row several times in the past two seasons. His foul-shooting percentage is an unbelievable 96 per cent. Lloyd also can hit from anywhere on the floor with his long range jumper.

New Mexico features 6-9 Mel Daniels, one of the top big men in the country and probably the best in the NIT. Another good rebounder is Pete O'Dea of Little St. Peters (of Jersey City). Only 6-5, O'Dea has led the Peacocks to an 18-2 season while being among the nation's top ten rebounders. Syracuse, which downed GW earlier in the campaign, sports a well-balanced outfit including Rick Dean, George Hicker, Vaughn Harper and Richie Cornwall.

The 1966-67 season will come to a conclusion with the tournament finals on March 18. Then the coaches can begin worrying about next year.

SPORTS



# HATCHET ENCOUNTER

Vol. 1, No. 1

Special Editorial Supplement to the George Washington University Hatchet

Thursday, March 9, 1967

## The 'American Dream' Of an American Do-er

*The following is excerpted from the writings of the Hon. Brooks Hays. Currently a professor of government at the University of Massachusetts, Hays is an alumnus of GW, former congressman (D.-Ark.), head of the Southern Baptist Convention and adviser to Presidents Kennedy and Johnson. He is the keynote speaker for Parents' Weekend.*

AMONG THE GEMS in the literature of Lincoln is his appeal "let reverence for law become the political religion of the Nation." This classic statement links law and religious sentiment and was uttered in the same spirit which inspired George Washington's appeal in his farewell address, "There can be no morality without the inspiration of religion."

I do not intend by invoking the words of two of our greatest presidents to turn to an earlier era for a pattern to recommend for this dynamic century but rather to suggest that conditions somewhat similar to those which challenge our generation have existed before and that we are endowed with a collective wisdom acquired in the crises of a stormy past. We cannot live long enough to acquire all of the experiences that are necessary to prove what is necessary for survival -- some things we do inherit from the race. . .

Lately unprecedented federal power has been invoked to deal with some of the causes of rebelliousness and unhappiness in American cities and countryside. Antipoverty legislation, urban programs of gigantic dimensions, rural development, civil rights legislation, and many other types of social action have received mandates from the executive and the Congress.

Still remain the crucial struggles of individual youth who, seemingly in larger proportions than ever, seem drawn toward rebelliousness and crime rather than decency and peace.

We must not be disconsolate. There is much to give hope. The amazing program of the national government should inspire every friend of youth to find a place in the local activities designed to utilize, to the fullest, facilities to meet the problem.

My own faith in the moral solvency of American youth is strong. We must undertake to condition the environment in which confused and frustrated youth live so as to make more likely favorable verdicts in the inner struggles which they experience. Their potential good as well as their present defiance must be recognized if we, their elders, are to produce something more than exhortation and reprisals. . .

Stern laws -- stiffer penalties -- surely something besides this simplistic reply to stricken youth is needed.

Prisons are necessary. Sentences commensurate with the crime -- yes -- no sensible person holds any other view but concepts of law must be rooted in a better understanding of man's nature and certainly we must seek to bring statutory law into alignment with the moral law. . . Legislators are challenged to design policy that fits that advance. . .

This moral law has been compressed into eloquent statements now centuries old. Cicero had this to say about it -- "True law is right reason, consonant with nature, everlasting and unchanging. It does not differ for Rome and for Athens nor for the past, present and future. No legislature can amend or repeal that law. None can be relieved of the obligations it imposes, and one does not have to look outside himself for the true expounder of it, but one unchanging everlasting law shall be for all times, all places and all peoples." . .

The American dream can be fulfilled only as we rely upon these procedures in our quest for justice and righteousness and peace.

(See HAYS, p. 4)

Photograph by Berl Brechner

*"Doing something to the shore that water never did to land before..."*

## The Failure of Drama in the University

by James N. Gardner

*Gardner, a junior at Yale, has been involved in the theater since early childhood. He is presently drama critic for the Yale Daily News.*

THE AMERICAN THEATER is in trouble. The greatest source of new talent, the university drama school, is a failure. And the most significant source of production, the resident professional theater, is financially unsound. Almost ironically, these two floundering groups can solve each other's problems.

The inadequacies of American drama schools are legion. Compared to the theater academics of Britain or Germany, they are, almost without exception, total failures.

They fail to provide their students with more than a nodding acquaintance with professional production techniques. They fail to produce the plays of young, experimenting playwrights. They fail to dislodge the dangerously wide-spread notion that the purpose of university drama instruction is to fill an insignificant slot in "liberal" education.

Drama instruction in American universities is not suffering from lack of money. The University of Illinois, for example, has allocated \$14 million for the construction of a center for the performing arts, and untold numbers of colleges, including Kansas University, Denison, Stanford, University of Michigan, and Northwestern, devote substantial sums to their theater departments.

In truth, very few university drama schools are even minimally respected by the professional theater. When professionals are asked to name the drama schools which most adequately prepare their graduates for a career in the theater, the only school consistently mentioned is Carnegie Institute of Technology.

Harlan Kleiman, producer of New Haven's resident professional theater, sums up the general feeling: "Which one's best? Carnegie Tech. There isn't any question. Why? Because the directors have had a completely organic approach to the training of actors. They train professionals. They've also attracted most of the best talent to begin with."

Carnegie Tech has an annual budget for drama of about \$8,000 -- miniscule when compared with those of Michigan State or UCLA. Yet Carnegie produces graduates whose reputation is unequalled. How does it manage to do this?

In a statement to prospective students, the Carnegie Tech administration advises that the function of the drama school is the production of graduates who will be capable of entering the theater world as professionals.

"Students will be kept in the program," the booklet warns, "only as long as they continue to demonstrate professional promise."

Carnegie trains its drama students not as teachers or historians of drama, but as actors, directors, set and lighting designers and playwrights.

Carnegie Tech is the exception.

The great majority of American drama schools and

(See DRAMA, p. 6)



# Reforming Education--'A Complete Moral Act'

by Daniel Bell

The following are excerpts from a rearrangement and adaptation of materials in chapters 4, 5 and 6 of "The Reforming of General Education: The Columbia College Experience in Its National Setting," by Daniel Bell, as it appears in "Improving College Teaching" edited by Calvin Blee to be published by the American Council on Education in April.

IT HAS BEEN SUGGESTED that a liberal arts education has lost its force; that because of the recent curricular reforms the secondary school already covers, the "general education" features of the college are mere repetition; and that the requirements of early specialization are in the process of transforming the college into a pre-professional school. In short, it has been stated that because the college is no longer the terminal educational experience, it has lost its distinctive function and is becoming simply a corridor between the secondary and the graduate schools. . .

Let me begin by stating my commitment to general education within the framework of a liberal arts program in a college. By a liberal arts program, I mean an emphasis on the imagination of the humanities and history and the treatment of the conceptual grounds of knowledge in the sciences and social sciences, as the central core of the college's concern. By general education, I mean the focusing of this concern on courses which cut across disciplinary lines (as in the case of contemporary civilization and humanities programs) to deal with the history, tradition and great works of Western civilization, and on courses which deal with the integrative problems or common subject matters of several disciplines. By a college, I mean a four-year school, standing between the secondary school and the graduate institution, which performs a function

that differs from the other two. . .

There is not, I believe, in education -- perhaps not in life -- a quota of eternal verities, a set of invariant truths, a single quadrivium and trivium that must be taught to a young man lest he be charged with the failure to be civilized or humane. There are tasks -- tasks appropriate to the elucidation of tradition, the identification of societal values (which can be rejected as well as accepted), and the testing of knowledge -- which have to be met by a college. . .

Is it the task of the university to be a clerisy, self-consciously guarding the past and seeking assertively to challenge the new? Or is it just a bazaar, offering Coleridge and Blake, Burckhardt and Nietzsche, Weber and Marx as antiphonal prophets, each with his own call? No consensual answer is possible, perhaps, because the university is no longer the citadel of the traditional mode -- only the simple-minded can believe it is -- but an arena in which the critics once outside the Academy have, like the tiger (or Tyger) once outside the gates of society, found a place -- deservedly -- within. And the tension between past and future, mind and sensibility, tradition and experience, for all its strains and discomfitures, is the only source for maintaining the independence of inquiry itself.

If the confrontation of modernity with tradition and of rational intellect with modernity is one of the tasks of a college in responding to the sentient few, the humanizing of the educable many is, perhaps, the great task of liberal education today. The question is not "who is this new man, the American?" but "who is the generic man that stalks the world today?"

The university cannot remake a world (though in upholding standards it plays some part in such attempts). It cannot even remake men. But it can liberate young people by making them aware of the forces that impel them from within and constrict

them from without. It is, in this sense, the creation of self-consciousness in relation to tradition, that the task of education is metaphysics, metasociology, metapsychology and, in exploring the nature of its own communications, metaphilosophy and metalanguage. This, in itself, is the enduring rationale of a liberal education and the function of the college years. . .

In this emphasis on the centrality of method, there is a positive new role for the college as an institution standing between the secondary school and graduate research work. One of its fundamental purposes must be to deal with the modes of conceptualization, the principles of explanation, and the nature of verification. The world is always double-storied: the factual order, and the logical order imposed upon it. The emphasis in the college must be less on what one knows and more on the self-conscious ground of knowledge; how one knows what one knows, and the principle of the relevant selection of facts.

But to deal with concepts alone would mean choosing an arid intellectualism that would dry up our senses and leave us only with the shadows in the cave. Concepts are "maps of relations," but by their nature they are "forever inadequate to the fullness of the reality to be shown." Reality, James insisted, "consists of existential particulars" of which "we become aware only in the perceptual flux." . . .

An ordered curriculum, it is argued, must have a set of substantive ends rooted in some moral definition of man or some ultimate picture of nature. But those who posit virtue or reason as the ends of education, or of society, put too much faith in their resounding abstractions. To say that the purpose of education is the rational pursuit of knowledge, or a love of truth, is not to state an end, for these are the necessary conditions of any intellectual life. Those who speak of the need for fixed ends usually mean a fixed set of books or a fixed set of ideas that for them exemplifies truth or a specific notion of obligation. But such a conception would lead only to the circumscription of truth and the creation of a closed system of dogmatic and even tyrannical knowledge (even though the tyrant may have a philosopher as his adviser). . .

The ends of education are many: to instill an awareness of the diversity of human societies and desires; to be responsive to great philosophers and imaginative writers who have given thought to the predicaments that have tried and tested men; to acquaint a student with the limits of ambition and the reaches of humility; to realize that no general principle or moral absolute, however strongly it may be rooted in a philosophical tradition, can give an infallible answer to any particular dilemma.

Writing a curriculum, like cooking, can be the prototype of the complete moral act. There is perfect free will. One can put in whatever one wishes, in whatever combination. Yet in order to know what one has, one has to taste the consequences. And as in all such acts, there is an ambiguity for evil, in that others who did not share in the original pleasures may have to taste the consequences. In sum, it is the moral of a cautionary tale.

## Roughing It

### John Henry in Junior High

by Mrs. Susan Ruff

Mrs. Ruff is an eighth grade teacher at Hine Junior High School in Southeast Washington. A 1966 graduate of Vassar, she took education courses at GW last semester and claims, "I learned everything I know about teaching at GW."

In her effort to provide outlets for the creativity of her students, she sponsored a student-written newspaper which was subsequently banned by her principal. City-wide newspaper coverage was given to the controversial paper, and to Mrs. Ruff and her teaching methods. Last week D.C. Superintendent of Schools Carl Hansen announced that the students may continue to publish their paper.

IN A MISSISSIPPI COURTROOM there will be judge and jury, witnesses and witness stand -- all the equipment justice is supposed to require. The justice, however, is upside down and inside out, perverted "Southern justice." The chance a Negro stands of obtaining real justice in a Southern court is about the same chance a Negro child in Washington has of obtaining an education.

In school we have a principal, teachers, books, blackboards -- all the equipment education is supposed to have. Instead of providing education, however, the school works to make education close to impossible. It is an educational hell, an upside down world. The principal can say (in refusing to open the library during ninth graders' lunch), "We can't make it too easy for these kids. It has to be tough. They have to 'bleed' a little."

The objective of teachers becomes not to inform as much as possible but to withhold as much as possible; "This rule (against

corporal punishment) is for the teachers to know, not the students. We're training children's minds and they're not ready to understand this yet."

The objective for the year's seventh grade "guidance" program is "To be able to walk into a seventh grade assembly in June and have it so quiet you can hear a pin drop." Children are taught to value time by being made to sit in detention hall for an hour after school if they come a minute late in the morning. They are told again and again, "You are in school to OBEY YOUR TEACHERS." They are told to work not because they are interested in the work but to get a grade.

Quiet and obedience as the aims of education replace the aims of expression, thought and learning growth. Discipline replaces teaching. Fifty-eight per cent of District of Columbia applicants fail the army mental ability test. Ninth grade students do not know the alphabet. Entire schools are operating at remedial levels.

Children I have taught here in Washington have reacted more originally and thoughtfully than students I knew at college. Children have been far more interested and excited about books and ideas than were the members of a senior literature seminar -- the acme of our college careers.

There is nothing wrong with the children. The schools, however, cannot handle a twelve year old child who says, "Beowulf is called the dragon-slayer and John Henry is called a steel-driving man and that's really the same thing. Beowulf kills the dragon, but he dies, and John Henry, he beats the steam drill, but he dies." They won't handle a child who shouts out in class while reading an essay by James Baldwin because he is THINKING and wants to make the points Baldwin is making, but faster. "Uncontrollable, 70-80 IQ," they say.

The schools have no inkling of the children's abilities, sensitivities, feelings, thoughts. My principal refused to believe children had written a class newspaper themselves. "No student in this school is smart enough to write that well," he said. And, it is not merely a question of the school's failing to develop the children's tremendous potential. They are actively, in every way they know, suppressing and destroying. The function of the schools is to take talkative, intelligent, alive six-year-olds and transform them into inarticulate, illiterate teenage dropouts. A child doesn't stand a chance.



MRS. SUSAN RUFF with one of her students -- confronting the 'hell' of the D.C. classroom.

Photograph by Bill Cohen



# Looking Beyond Social Action

by Bruce Innes

Bruce Innes is a GW graduate student in English literature. He served as IFC president for 1965-66.

COFFEE-CUP, Student Council, SERVE, IFC--these are but a few of the places where student involvement in social action projects is under discussion. Perhaps it is time to pause and take stock of where these discussions have gotten us and where they may take us.

The problem, then, is related to our concept of education. When Erasmus, More, Colet and other Renaissance humanists forget what are still fundamentals of liberal education, a primary goal became the investigation of civilization's greatest thoughts, ethical, spiritual and philosophical. Especially those writings within the Christian tradition were seriously concerned with injustice, equality, poverty -- the same issues; "mutatis mutandis," which are still raised by men of humanist outlook.

However, there was a fundamental difference in approaches. Romanticism and the scientific method stand between their age and ours. Today we lack their concern with abstract principles which, when once inculcated into the student, are then applicable by him to various concrete situations. The majority of us no longer feel that to fail to comprehend, and live up to, an abstract conception will relegate us to eternal fire and brimstone. We must try, then, to see what we have found as a substitute.

Today the reform-minded concentrate on the specific -- this reform, or that project. All of us understand what we should do if a Negro moves in next door, but how many of us have a firm intellectual grasp of the basic principle, brotherhood? Too often we substitute inconsequential mumbo-jumbo on what

society expects of us; or worse, we emoter superficially without coming to terms with what underlies the issues.

The result is what the Rev. Richard Yeo at the last Coffee Cup lecture called "privatism." He defined the term as similar to withdrawing from corporate action--a return to concern about how I, as an individual, relate to society.

The reason for this privatistic trend among college students can also be interpreted as withdrawal from the liberal movement per se. Dr. Robert Columbus used to point out the dilemma of the liberal in modern society: to effect wide-scope change he has to establish a group; yet group control over the individual is an anathema to him. What follows is first uneasiness, then withdrawal--privatism. I think that we need a bold new redefinition of the liberal-humanist position. Meanwhile the press goads us on, praising the socially conscious; the IFC vows to make this the year of "social concern"; and SERVE bickers with everyone about who should do what, where and when. No one gets much done; privatism increases.

This returns us to our concept of a liberal education. Two years ago when, as now, GW students were demanding new buildings, a member of the administration said to me, "I hope that once the building plans are released the students will continue to agitate -- for courses and professors worthy of their new facilities." The point is an important one. There is much to be done in American society today. There is much that is heartwringing, crying out for correction. But I question whether the real solution lies in ephemeral, image-building, P. R. oriented "projects." Rather, I find the answer achievable by men and women of mature understanding, of superior intel-

lectual training. These will be the kind of people able to apply great mental powers to the roots of problems. Enthusiasm can do much, thinking more, sad-eyed emotionalism nothing.

The University is here to provide the tools for a trade. Hopefully those tools will include the wherewithall to deal with fundamental issues of a complex age. But that GW is in an urban location does not metamorphose the city into a tinker-toy world in which we can safely apply our untested theories of rapid social reform. The thing is far, far too serious for that. It is so serious that it should command more study and thought, a greater knowledge of what makes Western civilization move than we now care to bring to it from either laziness or a real misunderstanding of what is actually involved.



THE AMERICAN UNIVERSITY OF BEIRUT, a unique Arab-American enterprise overlooking the Mediterranean.

## The American University of Beirut: An Arab Assertion of Advancement

by Maja Paolozzi

Maja Paolozzi is a junior philosophy major at GW who transferred from the American University of Beirut.

SET IN the confluence of two worlds, strife-ridden and opposed to one another, the American University of Beirut stands as a symbol of the progress of American relations with newly developing countries. A private non-sectarian institution founded 101 years ago, today it has the unique distinction of being one of the important centers of higher learning in the Middle East.

AUB is a symbol of progress toward self-sufficiency by newly developing countries. The students represent the brightest, most promising segment of their

native populations. Many of them are U.S. AID scholars who must agree to work in their countries for a specified number of years. Others are sons and daughters of wealthy, prominent families.

The concept of working one's way through college is virtually non-existent in the Arab world. The male students can be categorized as either being primarily oriented to the sciences, or as those preparing themselves to become political leaders. Of the 750 women, not many will become "career women," none will enter politics, a few will work in their specialized fields until they marry.

Arab hospitality makes it nearly impossible to remain in isolation. On the whole, the Arab students are proud to have close American friends. They are curious about our way of life, eager to learn and to share.

As a group, the students at AUB are politically inclined. The cafes, bars and restaurants of modern Beirut are always buzzing with political conversations. However, the University administration clearly on political activities on the campus. Although this is a position which has become unpopular with many of the students, they have not yet been able to change it. The University is in a delicate position: it cannot afford to become a center of political agitation because such a state would endanger not only its continued existence and well-being, but that of several yet unstable governments in the Arab World as well.

Nonetheless, the students are not completely silenced. Nor does anyone expect them to forget their own national interests. Dr. Fayed Sayegh, an active spokesman of the Palestine Liberation Organization and member of the AUB political science department, is perhaps the most outspoken defender of the Palestinian side of the Arab-Israeli dispute. It is impossible to live in Beirut for more than two weeks without learning all about the question. You cannot tell a Palestinian that the creation of Israel was the will of the United Nations. No Arab can understand that there are two sides to the question (just as few American Jews see two sides). Whether, as an objective American student, you become deeply committed to the Arab cause, or whether you

attempt to avoid the issue, you cannot come away from the Arab world with a meaningful experience unless you attempt to learn the inner motivations of the typical Arab student.

Because of the widespread deprivation in most of the Arab world, those young students who can go to the university consider themselves very lucky. They are eager to get ahead. They are aware of their responsibilities as future leaders, fiercely patriotic, and sincerely interested in contributing to the improvement of their countries.

One becomes acutely aware of the pains of a transitional stage in Beirut. Tradition is extremely strong; innovation is often resisted, misunderstood. This generation and perhaps many to come will have to live through the fight for equality, widespread education, improved sanitation, and more stable economies. And they know this. The average student at GW, whether he be sincerely interested in getting a good education, or whether he simply came for fun, will not have to shoulder the same level of responsibility as the Arab university graduate. Most GW students are from upper middle class families, whereas the Arab students are either extremely poor, or extremely wealthy. The poorer students usually take their studies more seriously than the wealthier ones. They have to produce. The wealthier ones can afford to relax, although they never forget that it is a privilege to be in school.

Because there is no beautiful, sprawling campus at GW, students seem thrust into the world to fend for themselves. There is no pervasive sense of school spirit, although numerous activities are available to the interested student. Students at AUB, on the other hand, are well protected on their beautiful campus overlooking the Mediterranean. They eat together, study together; ski, swim, or take walks. They are an extremely close-knit group, which, however, always welcomes newcomers. One simply does not survive if one attempts to remain aloof.

At GW, everyone is in a hurry, although many do not know where they are going. At AUB everyone has plenty of time, but he knows where he wants to go.

## 'A Teacher Is A Man Thinking'

by Dexter Perkins

The following is a reprint of "College Teaching Then and Now" by Dexter Perkins as it appears in "Improving College Teaching" edited by Calvin Bilee to be published by the American Council on Education in April.

NOBODY ASKED ME what I had written when I took my first job in 1914, and nobody badgered me to write a book after I got the job. The implication of that lack of concern about scholarly production is, I think, one of the basic differences between college teaching then and now.

Looking back on more than fifty years of classroom teaching, I can give only an impressionistic and personal view of the changes in the teaching profession. Perhaps the differences come out most clearly as one compares my career with that of the young teacher today. My first book was published thirteen years after I had started my teaching career. Frankly, I had not even taken graduate courses in several of the first history subjects I taught. I taught undergraduates throughout my career, and remained at one institution--the University of Rochester--for forty years.

I never thought of writing as a means of advancement. When I wrote, I did so because I

wanted to and not because my position would be improved by publication. But let me not deprecate writing; after all, I must admit I have written seventeen books and am at work on three more.

What is disturbing to me is that the published word is important today not so much because it gives the author and his institution greater visibility. Whether this emphasis results from changes in our technology and our culture, or from a demand for teachers that has generated an unhealthy competition for what is called "production" (as compared with being "efficient" in the classroom), today the written word is given an exaggerated importance over the spoken word.

I am old-fashioned enough to believe that some values to be communicated in the classroom are not easily communicated by the written word. One is a zeal for knowledge, another is perspective, and still another is an appreciation of other outlooks and points of view. When you have written a book, no matter how good it is, the ideas in it are frozen. When you talk, you continue to think. A classfull of students is a stimulus to thought as well as a recipient of learning, a constant challenge to do better. We learn from example

in this world, and a teacher is an example of a man thinking.

I have asked several people lately whether they were influenced by books or by men. The answer has invariably been "by men." If those engaged in college teaching would recognize that their responsibility is not alone to advance knowledge, but to stimulate and inspire, they could more fully discharge their obligations to society.

One of the rationales for the emphasis on publishing is that a book can be evaluated whereas classroom teaching cannot. There is some truth to that, but it is largely a myth that the evaluation of books is any less subjective than the evaluation of classroom teaching. The judgment of a book depends in part on the disposition of the reviewer. It depends on one specialist's view of another. It rarely addresses itself to the large significance of the work. Authors are too often judged by quantity, rather than by quality. As to the judgment of teaching, there are plenty of ways to judge a young teacher. One of these is by visiting his classes. If done with consideration, no difficulty need result. Registrations have something to do with the matter; so, too, does the judgment of the more

(See PERKINS, p. 6)



## From the Crow's Nest

## The Perfect Trap

"THE BEST LAID PLANS of mice and men oft' go awry," and we might add, are oft' revised. The University's current theater controversy brings into focus the plight of the American collegian: he has become the mouse in an educational maze.

As we scamper up the cinder block stairways or scurry through the alleys searching for a hiding place away from the noise, we fulfill our mission; and the less we say, the less the system listens.

In the past twenty years American education has become a big business -- the entire system has been trapped into chasing after Federal and Ford millions; the big grants from the big spenders. We are forced into anticipating institutional progress in terms of spending millions of dollars and building so many buildings for present and future needs.

The institution seeks to capture national fame and foreign connections -- Mozzarella to attract new mice in a big way -- and in order to compete

it must keep out the lure. The private college participating in the race suffers most; it must justify its cost and pander promises for more funds. But it knows it is losing.

It is a fact that educating millions is a massive job, but while the ends are magnificent, the community of scholars is lost and replaced with a collegiate corporation. The university is a three-part chorus, and at GW each knows its tune. But somewhere we must have lost the harmony, because the critics don't like our music.

Unfortunately for expedience, students can't point a finger at the ogre administrator, nor the corporate leader at the complacent student. The system is too entrenched and too vast: it's the way things are.

They won't really change until someone realizes that the only way to build a better mousetrap is to consult the mice.

--Gary Passmore

## Student Involvement Vital to Education

by Rick Harrison

Rick Harrison, a senior history major at GW, was president of the student body for 1966.

THIRTY YEARS AGO, the concept of a mass population of students deeply involved in the affairs of their academic environment would have been alien not only to this campus, but also to the nation at large.

Thirty years ago, as the depression was lifting and before America woke up from her isolationist sleep, the world was still a relatively gigantic place, and the youth of the most prosperous nation in that world could still be sheltered from the cold reality of the outside. Although there were not so many young people in colleges then, the foundations for sharp criticism were there, but generally undistributed.

More importantly, the foundations of genuinely constructive and cooperative involvement lay dormant. It was an age that accepted, although increasingly with less comfort, racial and religious prejudice, pompous bellicosity, and spoon-fed sustenance -- economically and intellectually.

The war and the advent of nuclear Armageddon changed the

nature of the American character, and so necessarily changed the nature of American youth. As college enrollments snowballed, a corresponding increase could be seen in academic curiosity and active determination to become involved in the world of the campus as well as in the world outside.

The unfortunate corollary to this impetus in involvement was the slowness with which the institutions concerned adapted themselves. The eruption at Berkeley was a symbol to the nation -- a symbol of two very different things: first, the "younger generation" was tired of hypocritical double standards and paternalistic regulation; second, the rebellion of involvement lacked a direction at Berkeley, and at many other institutions, because the framework for growth had never been laid.

Involvement on campus now takes numberless forms. The burning social issues such as race relations, war and peace, personal standards of morality, are the more glamorous. Yet the modern student is equally concerned with the practical machinery of his world, and while that world is the campus, he takes a hand in its development.

Not all students care or are able to involve themselves in campus affairs. Those who do not may simply remain informed of what is going on; they may ignore it, or perhaps deride it. Ignored, derided, studied, or explored, the fact is that students have assumed a greater and greater role in the workings of higher education in the United States. That trend is currently the most hopeful sign we have.

GW represents a somewhat unique phenomenon. It has lacked some of the more spectacular aspects of student involvement and its progress has often been unglamorously parliamentary in the area of student participation. But the products are there, and the opportunities abound.

This school, along with so many others, has come to realize that the very existence of a university depends on its students. Without them, there is no excuse for the institution.

While state schools, depending upon tax monies, feel more directly the need to be attentive to the moods of the student body, private colleges may be more selective in their admissions, and so may take the dangerous stance that if a student is displeased, he should leave. It is inspiring that GW took no such stance.

Genuine student involvement at GW emerged in the spring of 1965. The entire initiative and follow-through came from the constitutionally-authorized representatives of the student body, the Student Council; the pattern has been maintained since.

All students thus feel capable of involvement in the University community, and certainly a student government which speaks for the students and which the students are capable of recognizing as an effective and vital body, is the best mechanism for accomplishing reform on student initiative.

At GW, students now play definite roles in virtually every aspect of University life. Lines of communication, the essential first step to fruitful contact, have been made with all major University facets, from the Board of Trustees to the University Senate, from the president to the faculties of all departments.

Student voices are heard at University officer meetings, at University Senate meetings, as votes on committees of that Senate, at meetings of the Board of Trustees, at meetings of college faculties. Student desires are expressed daily to the officers of the school who are capable of acting on them. And

from those voices have come such tangible benefits as tuition schedules, pass-fail systems, health service reforms, dormitory regulation modification, and yes, even building plans.

The essential characteristic of student involvement at GW has been the recognition by the involved students that tangible good may be accomplished by reasoned and emphatic work. The key to that attitude has been optimism.

While the students may, and often do, disagree with the administrators and/or faculty, the majority of them realize that administering a university is not a contest among the three branches, but rather an endeavor at cooperative action. When one of those three forgets, even for an instant, that cooperation and mutual respect are the essence of continuable progress, the system may be damaged beyond repair.

Although the students are the most numerous and may be considered the most potentially disruptive of the three, it is they who must be considered above all. The likely trend is not for the students to lose the intention of cooperation, but rather for them to face a close-minded opposition in which mutual respect is impossible. That has not happened here, and that is the basic reason for our success.

It is now the duty of those students who are involved to bring more of their number into the vigorous cooperation which makes a university live. Not that all students need go into student government or even agree with the actions and views a student government takes, but they must be aware of those actions and views and, as far as possible, of the circumstances which prompted them.

The duty of the involved student now is to inform all students, so that they, too, may have the full advantage of involvement. The University is, after all, a center for education. Students are the heart of the education process. They are also a very creative and inspiring group of young adults, older now than their parents were at the same number of years, and eager to play an important part.

It would be tragic for American universities to lose their support by denying students genuine and fruitful involvement. It would be equally as tragic for the students to deny themselves that involvement.

## Hays--from p. 1

## 'The American Dream'

When I was asked recently in a college forum "What is the American dream?" I gave this answer:

It is the anticipation that sometime we will be able to say, here is equality and freedom, here is brotherhood and justice.

The dream is of compassion expressing itself in society's concern for those who fall by the way in a competitive system.

It is imagination perfecting

the mechanisms of government.

It is sensitivity to the claim of righteousness in human affairs.

It is the hope that triumphs here will strengthen values shared with people around the world.

It is human kindness so penetrating the nation that every man, no matter how incapacitated, will feel that he is wanted.

It is the vision of opened doors of opportunity.

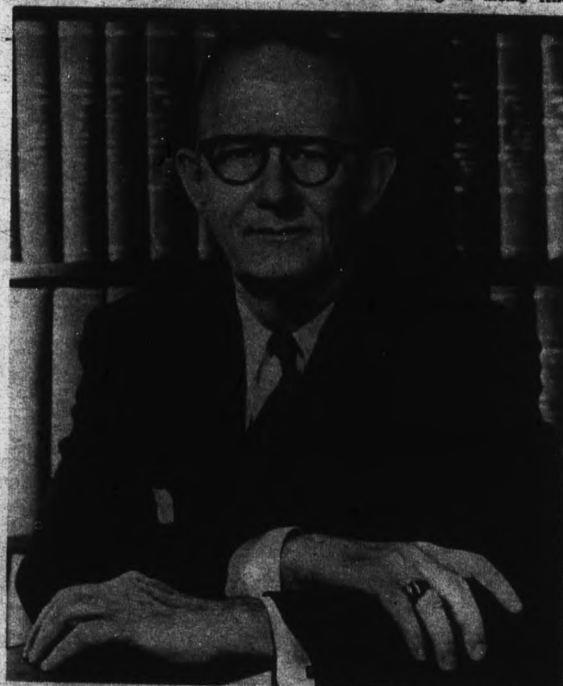
It is insistence upon government by as well as for and of the people.

It is the hope of human dignity made secure.

It is the longing for acknowledgment of the human families' oneness.

It is the vision of a citizenry drawn together in mutual confidence, facing common evils and exalting a common faith in God.

This is my conception of the American dream.



FORMER CONGRESSMAN Brooks Hays, keynote speaker for Parents' Weekend.

## ENCOUNTER

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## The Big Leap

## February 29th—Happy Birthday, GW!

by Prof. John Greenya

*Prof. John Greenya, an instructor of English, has taught at GW for the past three semesters.*

SOME PEOPLE will not like what I have to say, and others may even question my right to say it, but if I pass up this opportunity by reason of these considerations, then I'll be making the same old mistake that has so often been made around this University. So, instead of offering some bland, inoffensive and Milquetoastian impressions, I'm going to make some candid observations, and then offer several general suggestions. If my frankness upsets any reader, and forestalls his judging this piece on its merits, that will be unfortunate because all I'm going to do is say publically what I have heard and said in private for the past three and a half years.

I begin this way because of the singular nature of this University, a nature that does not take kindly to shouted criticism, to thinly veiled threats of violence, and to demonstration run riot. For there is one central fact to be kept in mind when discussing the George Washington University: despite its age this University is -- when compared to the great universities of equal size -- still an adolescent. Perhaps we were founded on the twenty-ninth of February. But let me explain what I mean by adolescence.

Today's GW student would hardly recognize the school had he or she attended it thirty, twenty or even ten years ago. It used to be a commuters' school. And many if not most of those commuters became students only after the sun had gone down. But all this has changed, and changed rapidly. Now the night school is interest rather than principal, and now the students stay on campus and fully expect to "live" on campus too.

But the rapidity of this change has created a George Washington University that's almost unrecognizable to members of the University "family" who were around when That Was The School That Was. Some of these people have found the change, or rather the adjustment, very difficult to make. This is behind many of our problems. The GW student, 1967 Model, often fails to realize that his brief knowledge of the school does not at all square with that of many people in positions of power. The NowPerson always finds it hard to communicate with the ThenPerson.

It is profitable to remember that the University has suddenly -- suddenly as universities go, which is seldom very sudden -- found itself to be a quite different person, a person strange to itself in many ways, yet a person anxious to try out many of its newly-acquired powers. This is where we are right now: we're definitely not the school we used to be, and just as definitely we're not yet the school we want to be. We're in that try-ing out period as far as true greatness is concerned. Much of our trouble stems from the fact the new skills are often the hardest to use.

The student, faculty member or administrator who demands that this adolescent grow up overnight is just not being realistic. And my next point also has to do with realism. I don't think it's relevant to deal with the University on an Us-Them basis, Us being the good guys who want all the right things for the school, and Them being the big bad Administration-Trustee Cabal.

Even though it provides a convenient scapegoat for valid feelings of frustration, it is not correct to view the "decision-makers" as a smug little group of tough businessmen, slick professionals, and corpulent ex-Navy admirals, sitting in antiques and smoking big fat cigars made of the best tuition on the 72nd floor of the library, looking down on the G St. rabble, and saying, "Let them eat Slater's Cake." That's too simple and too wrong. Although it may often look that way, there is no underground Anti-improvement Association.

The last thing I intended to write was an apology for the status-quo, yet it seems that I'm leaning that way. However, I want to discuss the power structure last.

We have been called mediocre (I think the current favorite is pony league). Of course we're mediocre -- in the sense that we are not Harvard, though I'm swiftly tiring of that comparison. If the standard is greatness, and that must be the only standard we should ever consider, then I must say that we are mediocre. But, if the more militant will let me get away with this, I think we can describe it as a transitional mediocrity. Two questions naturally follow: Why? and What are we doing about it?

Part of our present and I hope temporary mediocrity is caused by the presence of so many mediocre students, but here again I want to qualify my term. I mean students who are intentionally mediocre, who

have chosen to be in this category and couldn't care less that I or any other instructor would so label them. They arrived on this campus with their minds zipped up, and with an unbending desire to get one thing and one thing only, a degree. Their competence for taking notes, for digesting outline series, for parroting lectures, and for passing memory tests borders on the amazing.

Somewhere down the line, quite early, the system got to these people and made them over into its image. They actively resist any invitation to think, and consider a request for their opinions improper. They live, in far too great numbers on this campus, for the degree -- which means the job -- which means entry to the Real World -- a world typified by their undergraduate Bible, Playboy Magazine.

Their presence on this campus makes the job of administration (and of teaching) by rote dangerously easy. This student has a perfect right to attend, and cannot be barred, but we must realize what his presence does to the rest of the student bodies. He purposely stops other students from rocking the boat, even though he may agree with them, because any upset in the system might upset his personal timetable.

I don't mean to be describing just the male; his mate (bunny?) is also here. All who teach or administer or advise know this girl; she comes equipped with an automatic whine. This type of student has chosen to give us a quantitative mediocrity.

There are many other students, just barely the majority, who want to learn and are quite willing to do whatever is necessary, above and beyond the call of the syllabus, for their education. The main reason they are not served as well as they might be is the resistance of the others to the above and beyond.



Professor John Greenya reflecting on "the GW student, 1967 model".

The good student with a valid gripe fails to see that the large number of mechanical students often preconditions the teacher or administrator to turn his deaf ear. I'm not trying to excuse us for the times when we are clearly wrong, but only to point out that the complacency of the almost-majority is a debilitating factor.

Thus the present situation comes in part from the peculiar past and the make-up of the enrollment. But that's only two-thirds of the picture. The missing third is that of the administration, the Trustees, and the important faculty -- the Power Structure, if you will. It is no secret that we have always been a conservative institution. There were times in the past when we were clearly over-conservative, and we're now paying for it. But it has to be kept in mind that we have for years been plagued by one basic and vitally important problem, a lack of money. This is still our biggest problem. It is only fair to remember that resisting change as a philosophical position is not the same as resisting change as a financial necessity.

Back again to the present -- there are problems that have tarnished our "image." But here I begin to speak only for myself. Misunderstanding follows when students misinterpret the university's intentions, but that coin has another side. I think that the largest single failing of this University, in the time I've been a part of it, has been its inability to anticipate the needs and desires of all the students, and especially those of the imaginative students.

And I say anticipate because it means something other than respond. I think we've done a good job of taking care of the average student's needs, but I don't feel that we've paid sufficient attention to those of the special student.

A case in point is the way in which the theater and swimming pool were "deleted" from the plans of the University Center. Years ago, had this been done, there would have been resentment, but nothing like the wonderful meeting last Friday afternoon in Lisner

would have ever occurred. I sat for two and a half hours, surprised and sometimes enthralled by an open passion that I haven't seen on this campus since the Viet Nam Teach-in two years ago.

What seemed to gall so many of the partisans was the manner in which the decision was "handed down," without explanation. If we find that the Trustees felt no need to explain their action other than to say that the little theater and swimming pool cost too much, that's one thing, but if we discover that they don't understand the importance of what the theater, specifically, means to the University, then we've got big trouble. Dean Bissel, who was quite open and responsive at this meeting, stated that the items left in the plan, items like the pool hall, bowling alleys, rathskeller, and expanded bookstore, were "non-deletable" because they would return income.

This is where the discussion would have ended a few years ago. But that's all part of what's been changing, and now people want clear, open and rational explanations as to why a cultural necessity is so off-handedly dismissed.

This example is of prime importance for other reasons too. The University Center was not supposed to be a bigger and better student union, but if the theater is dropped entirely or stuck off in some miraculously unused parking lot, then the Center may well become just that. And the idea that the bookstore is to expand its sales in areas other than books scares me. If it means what I think it means, the Center may become a beautiful collegiate supermarket. And this in a building that was envisioned as a true center of University life.

The central point remains that we must make plans and provisions for the imaginative student because he holds the key to our future growth, growth in the best sense. If we project five-year



Photographs by Bill Cohen

plans that appeal principally to the Greeks and the student politicians, then we miss the mark rather badly. A university will always have its Greeks and its campus politicians, but it must have that special student with the imagination that distinguishes him from the run of the millions. And he must be able to feel comfortable here.

The student with the restive mind, the creative talent, the curious approach, should have a room in this inn. Right now these people have to go underground. The theater would have provided one such arena, and would have been a giant step in the right direction.

It is too obvious what the result of a general referendum on this question would be. Of course the majority would not prefer a theater over the other items. But that's not the point. The point is that they, all students, need this theater, whether they realize it or not. And, too, the university should know that it cannot afford not to have such places as this little theater.

But let me repeat, for emphasis. A student with ability and imagination gives the University its soul, and helps to provide an atmosphere that benefits everyone. We cannot be content to please and accommodate only the average.

I consider none of these goals to be impossible or impractical. In that meeting on Friday, one professor called President Elliott "the coolest cat I ever met." Though I'm not sure I fully understand that, I do feel this president wants all the right things for this University. If I'm right, then we have the first real ingredient for greatness. But we, students, faculty, administration, everybody, must make our desires clear so that our needs will at last be recognized and understood.

And we will not realize this potential unless we begin right now to initiate a University-wide dialogue. We absolutely must sit down and talk; and those who hold the reins must listen. This adolescent must be allowed to grow up.



Perkins--from p. 3

## Teaching Now and Then

discerning and intelligent graduates--or graduate students.

It is strange that even now, what with all the research and empirical data collected on human behavior, the basic elements of instruction are hardly ever spoken of. When I was a young man, no attempt was made to guide me in the techniques of teaching, no one ever heard me lecture, no one knew my potential along these lines before I was hired. With regard to training doctoral students to teach, I would say that the situation has not changed at all. Perhaps we cannot make every student a great teacher, but we can, at least, give the prospective teacher some techniques. We can make him feel that he has an opportunity to make a significant impact on young human beings. We can teach him to speak clearly, to talk (not read), to organize his material, and to establish rapport with his class. The essence of teaching is zeal for communication and concern for young people.

The academic profession has changed. Its prestige has grown enormously in my lifetime. When I was young, we were considered to be impractical academicians. At the beginning of my career, the people who went into academic life were primarily interested in classroom teaching, and there was much less emphasis on research. With societal and economic changes, the status of the profession has gained

ed tremendously and with this gain has come a recognition of the value of the profession in terms of financial rewards. In that sense, the profession has become more worldly than it was when I was a young man. The opportunities for a career in the profession are much greater. Today a more commercial spirit is evident in the profession, and it seems to me that one example of it is the way in which we diminish teaching loads. We really are a powerful union.

The administrative authorities have less and less to say about faculty appointments. The forms are still observed, but practically speaking, a department often becomes an oligarchy. I believe college administrators should insist on an external view of a candidate for appointment, and not blindly accept departmental recommendations.

I believe that the greatest challenge confronting scholars today is the challenge of the classroom. To meet it, we shall have to give to teaching a higher place in our scale of values than we do now. We shall have to select our students more definitely with this end in view; we shall have to give them an opportunity to exercise their capacities for teaching; we shall have to reward them adequately for their performance. And--it goes without saying--we shall ourselves have to be the best teachers that we know how to be, the most humane, the most sympathetic, the most dedicated.



Photograph by Berl Breehner

*'Where the sea meets the moon-blanch'd land'*

Drama--from p. 1

## The Theater: Repertoire and the University

drama departments offer programs that discourage professional theater careers. These programs were founded within the context of liberal arts education; they have never quite gotten beyond the point of providing "valuable experiences" of a "culturally beneficial" sort in hope of making students "well-rounded."

Yet these schools offer majors in drama. Some even offer programs of concentration in the various subdivisions of drama, such as acting, directing, or playwriting. How are their graduates supposed to earn their livings? They teach.

The inescapable fact is that a tremendous proportion of the graduates of our drama schools enter the profession of teaching.

As Giles M. Fowler, drama critic for the Kansas City Star, observed, "The whole concept of university drama departments is a fairly recent American innovation, and even now I suppose such departments often tend to turn out more drama teachers, trained to turn out more drama teachers, trained to turn out more..."

It is hard to imagine that a large number of our drama schools actually could turn out graduates equipped for the professional stage, if only for the reason that the truly qualified instructors are not often welcomed into the academic community.

College administrators are more impressed by a PhD than by a list of Broadway credits. This administrative prejudice is reflected in the classroom. As William C. White, professor of drama at the University of Southern California, noted, "There is a feeling that term papers are somehow more legitimate than acting."

If few would credit university drama training with success, none can deny its display of energy and commitment in its three-decade history. The university can be the place to train theater professionals; to think otherwise would be to ignore the available physical and financial resources.

What is needed now is for the university's educational endeavors to be properly channeled. The right direction is indicated by the existence of another major component in American theater which also has its share of problems: the resident professional theater.

### The Resident Professional Theater

There can be no question that the future of the American professional theater rests in great measure with the "regional theaters"--resident companies of professionals who settle in communities and present

a balanced season of plays ranging from Greek tragedies to the works of Ionesco and Beckett. Some critics have gone so far as to suggest that the New York theater is dead and all we really have left are the resident companies.

If the resident theater movement is to sustain the American dramatic tradition, it is in an excruciatingly precarious position to do so. The vast majority of U.S. resident companies operate at a deficit.

A Rockefeller Foundation report, "The Performing Arts: Problems and Prospects," concluded that the resident professional theaters "...should not be expected to pay (their) way at the box offices."

Unless resident professional theaters can be given a more secure financial basis than they presently have, it is doubtful that more than a handful will hazard experimentation and innovation consistently. It is even doubtful that many of these will be able, season after season, to stage artistic or even adequate productions of standard works.

### Towards a New American Theater

The problem plaguing nearly every resident company in the country is money.

The problem plaguing nearly every college drama department in the country is the failure of academicians to foster professionalism.

Both of these problems are severely hampering the development of dramatic art in America.

A single solution is possible.

The solution--linking the drama department to the professional company--is not really original. Robert Brustein intends to install a fully professional company at Yale next year to perform a program of plays which will include both classics and the experimental work of some of America's most avant-garde playwrights.

But the idea of bringing the university and the resident professional theater together has by no means gained unqualified acceptance.

The critics of such proposals are numerous and vociferous. Though some of their objections result from a "stand-pat-ism" which shudders at the prospect of bringing "show people" into the ivied halls, some of their warnings are relevant and should be heeded.

There is, on the one hand, the unfortunate situation that would develop if the professional company in residence at a university were so separated from the drama department that students would have no chance to participate in the professionals' plays, meet with

them informally, or be taught and coached by them.

On the other hand, there is the dreadful state of affairs that the critics of the academic-professional amalgamation say would result if membership in the professional company were restricted to the university's drama department.

In this case, the result would be a convenient showcase for the graduates which would offer them, because of the absolute insulation from outside competition, very little experience with the rigorous demands of the "real" professional theater.

The answer to these problems lies in a carefully balanced relationship between a university and the resident repertory company it "adopts." The relationship should be conceived as symbiotic, not parasitic.

The theater group benefits the university by exposing its students to the standards and attitudes of the professional theater; the university provides the professional group with an economic cushion which enables it to experiment with avant-garde plays and new production techniques.

The Tyrone Guthrie Theater and the University of Minnesota have achieved an almost ideal partnership.

Each year, the University of Minnesota is assured of placing a certain number of its graduate students in the Guthrie organization as interns.

No guarantees are made as to the sort of parts these students will be given, nor as to the likelihood of their eventually joining the Guthrie company as members. They are given the invaluable opportunity to participate in an excellent professional organization.

The Guthrie group makes every effort to help these students become professionals, but makes no promises.

The establishment of resident professional repertory companies in association with university drama departments would cultivate the standards and attitudes of the professional theater in students more thoroughly and effectively than any other single program.

The American university has ideal resources--in intellect, in talent, and in finances--for truly fine theater.

Audiences would appreciate the best professional theater, actors trained against demanding standards, and theaters freed from desperate financial insecurity--the prospect is simply dazzling, and, more important, quite within reach.

(Reprinted with permission from Moderator Magazine, December 1966)



# CIA-NSA: The Threadbare Tie That Binds

by James Kappus

James Kappus, formerly a student at Wisconsin State University, is a junior at GW, majoring in political science.

UNTIL LAST MONTH most people knew of the National Student Association as a liberal organization that was affiliated with campus student groups.

Founded by twenty-five students who had attended the Student Congress in Prague, the NSA was set up to serve as a forum of American student opinion and for the international representation of that opinion.

Under President Harry S. Truman a group of policymakers (the National Security Council, the State Department, the CIA, and the Defense Intelligence Agency, all of whom gather and share information for the formulation of U. S. policy) decided that it was in the National Interest to support the NSA.

## Lure of the Dollar

Exactly how the CIA worked its way into the ranks is still foggy. According to W. Dennis Shaul, 1963 NSA President, "Without substantial funds, NSA's international program would have been immobilized. . . ." so it appears that the lure of the dollar enticed the NSA to agree to CIA involvement.

Ever since 1952 the CIA has channeled funds from dummy organizations, through legitimate foundations, into the coffers of the NSA. The foundation technique allowed the CIA to support its favored group without tipping its hand at home or abroad.

The Central Intelligence Agency was born in the same year as the NSA, established under the National Security Act of 1947 and placed under the supervision of the National Security Council.

The Security Council, established by the same act, was composed of the President of the United States, the Vice-President, the Secretaries of State and Defense, and the Director of the Office of Emergency Planning.

## To What Degree?

The expressed purposes of the Agency can be divided into two classifications: The gathering, evaluation and compilation of information; and covert action deemed necessary from this information as directed by the National Security Council and acting in the national security.

To what degree the CIA used

the NSA as an information gathering apparatus, and to what degree it controlled and directed the policies of "moderation" expressed by the Inter-National Commission is a moot question.

Regardless of the degree of involvement, the very presence of the CIA in the ranks of a student organization was cause for alarm among public officials, the press, and the general public.

## The White House Knew

Senator Robert F. Kennedy was quick to point out when the CIA took the rap for "meddling in academic freedom," that direction for the covert action was coming from the top.

As Attorney General, Kennedy had headed a blue ribbon committee that made a thorough review of the CIA's operations after the Bay of Pigs disaster.

From the beginnings under Truman, and through its development under Presidents Eisenhower, Kennedy and Johnson, the CIA involvement in the NSA was known, supported, and even encouraged by the White House.

Although President Johnson said he did not know of the CIA's actions, and expressed surprise and concern over the revelations of its involvement, it is inconceivable that he was ignorant of this activity.

In addition to the regular meetings of the National Security Council, the President is kept abreast of all secret operations by the government by a special White House liaison man.

## A Counter-Influence

Under the glaring lights of an investigation by RAMPARTS Magazine, the public caught a glimpse of the intricate financial web of the CIA and how the NSA had been caught in this web.

The reasons for the CIA endorsement of the NSA is obvious: they were utilizing the NSA to counter the influence of the Communist dominated youth organizations and their propaganda, and to gather information.

The presidents of the NSA emphatically state that the CIA did not influence their positions or policies in the National or International arenas.

It is probable that the very presence of American students abroad was good propaganda for the U. S., and that simply "keeping one's eyes open" provided enough information for the CIA without involving the NSA in

any skulduggery.

President Johnson weakly admitted that "other countries provided substantial subsidies for such activity."

Ranking Republican Member of the House Armed Services Committee's subcommittee on the Central Intelligence Agency, Alvin E. O'Konski was more vigorous in his defense of the CIA and its work.

"We must remember that we are dealing with a vicious enemy that engages in espionage from every quarter. There is no question that all of their (the U. S. S. R.) students are subsidized and there is no way to compete with them except on their own terms."

## The National Interest

The goal of the CIA's information gathering agreement with the NSA was to obtain information on foreign student leaders, their views and their countries. This information was then pooled with the other secret organizations to make clearer the world situation upon which U. S. policies are based.

That it is absolutely necessary in the "cold war" to make decisions based on every scrap of available evidence is self evident. To do otherwise is not only foolish but destructive.

The means that are used to gather this vital intelligence is another matter. Some defend any and all means available citing the national interest as their end.

But at what point these means to an end start to interfere with the operations of a democratic system of government is open to debate.

The problems of a democratic society are many. One of them is the task of operating a secret intelligence agency without des-

The credibility of any American student association abroad will be questioned, their effectiveness impaired and their influence severely limited. All will share the guilt of association effected by the NSA.

The future of the CIA is plain. They will cut back their grants to foundations, but will cover the remaining conspirators with as much secrecy as they can muster.

If they cannot manage to infiltrate and subsidize another group similar to the NSA, they will have to rely on individual "plants" within these organizations.

## Operation Under Orders

Regardless of the furor and ire aroused when their operations are laid bare, the Agency operates under orders and is determined to carry them out to their fullest capabilities.

Some of the activities of the CIA are more disgusting than its illicit affair with the National Student Association. In order to survive as a nation these terms must be accepted, but need not be condoned.

Congressman O'Konski summed up the precarious position of the United States by saying:

"Distasteful as it is, we are coping with an espionage network beyond comprehension. We must beat them at their own game. . . or at least match them."



James F. Kappus

trying or undermining the free society.

The Future of the National Student Association is unclear. Although many member colleges have dropped out, and suggestions have been made to disband it, the officials have yet to make a final decision.

It is clear, however, that any future activities of the group will be conducted under the dark cloud of suspicion hung there by the CIA scandal.

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